

THE SCHOOL FRIEND.

A MONTHLY PERIODICAL: DEVOTED TO EDUCATIONAL PURPOSES.

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SCRAPS.

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I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide.

School-Counsellor Dinter.

The Soul.

BY R. C. WATERSTON.

The spot which seems most desolate to sin,
To virtue's eye is like an Eden fair;
The outward world takes hue from that within,
The blessing, or the curse, is center'd there!

As the bright sun, by gazing on a cloud,
Fills each dark fold with showers of golden light,
So when affliction's storms are beating loud,
Will one great thought make all around seem bright.

The soul does its own life to nature give,
Its tranquil beauty, or its fearful gloom,
And thus, as in elysium, we may live,
Or in the depths of darkness fix our doom.

Deeper than ocean is its boundless love;
Higher than heaven its aspirations rise;
Swift, on the wings of thought, it soars above,
And with far-spreading pinions sweeps the skies.

In holy trust, and with a faith sublime,
It may pursue the path by angels trod,
Taste joys immortal while it lives in time,
And hold mysterious intercourse with God!

When Truth's pure beams around its pathway shine,
A present heaven will dwell within the breast,
The kindling soul will glow with life divine,
And earth become like mansions of the blest.

Yet may the soul its honors cast away,
And change for weakness its celestial might,
Turn from the splendor of Eternal Day,
And dash to earth its glorious crown of light!

The Profession of a Woman.

BY MISS C. E. BEECHER.

It is to mothers and to teachers, that the world is to look for the character, which is to be stamped on each succeeding generation; for it is to them that the great business of education is almost exclusively committed. And will it not appear by examination, that neither mothers nor teachers have ever been properly educated for their profession? What is the profession of a woman? Is it not to form immortal minds, and to watch, to nurse, and to rear the bodily system, so fearfully and wonderfully made, and upon the order and regulation of which, the health and wellbeing of the mind so greatly depends?

But let most of our sex, upon whom these arduous duties devolve, be asked—"Have you ever devoted any time and study, in the course of your education, to a preparation for these duties? Have you been taught any thing of the structure, the nature, and the laws of the body which you inhabit? Were you ever taught to understand the operation of diet, air, exercise and modes of dress upon the human frame? Have the causes which are continually operating to prevent good health, and the modes by which it might be perfected and preserved, ever been made the subject of any instruction?

Perhaps almost every voice would respond—"No; we have attended to almost every thing more than to this; we have been taught more concerning the structure of the earth, the laws of the heavenly bodies, the habits and formation of plants, the philosophy of language, than concerning the structure of the human frame, and the laws of health and reason." But is it not the business, the profession of a woman, to guard the health and form the physical habits of the young? And is not the cradle of infancy and the chamber of sickness sacred to woman alone? And ought she not to know, at least, some of the general principles of that perfect and wonderful piece of mechanism, committed to her preservation and care?

The restoration of health is the physician's profession, but the preservation of it falls to other hands; and it is believed that the time will come, when woman will be taught to understand something respecting the construction of the human frame; the philosophical results which will naturally follow from restricted exercise, unhealthy modes of dress, improper diet, and many other causes, which are continually operating to destroy the health and the life of the young.

Again, let our sex be asked respecting the instruction they have received, in the course of their education, on that still more arduous and difficult department of their profession, which relates to the intellect and moral susceptibilities,—“Have you been taught the powers and faculties of the human mind, and the laws by which it is regulated? Have you studied how to direct its several faculties; how to restore those that are overgrown, and strengthen and mature those that are deficient? Have you been taught the best modes of communicating knowledge, as well as of acquiring it? Have you learned the best mode of correcting bad moral habits, and forming good ones? Have you made it an object, to find how a selfish disposition may be made generous; how a reserved temper may be made open and frank; how pettishness and illhumor may be changed to cheerfulness and kindness? Has any woman studied her profession in this respect?

It is feared the same answer must be returned, if not from all, at least from most of our sex—"No; we have acquired wisdom from the observation and experience of others on almost all other subjects; but the philosophy of the direction and control of the human mind, has not been an object of thought or study." And thus it appears, that, though it is woman's express business to rear the body and form the mind, there is scarcely any thing to which her attention has been less directed.

THREE EXPERIMENTS OF LIVING.

1. Living within the means.
2. Living up to the means.
3. Living beyond the means.

LIVING UP TO THE MEANS.

(Continued from our last number.)

Could Frank and Jane have foreseen their present degree of affluence, when they first set out in life, they would have considered it little less than a miracle. But, like everything else that is gradually attained, it now excited no wonder in their minds. There was still a striking simplicity in Jane's manners and appearance, a consciousness of happiness, and a refinement of feeling, that intercourse with the world too often blunts. When her children were fairly in bed, and the domestic duties of the day over—when her husband laid aside his daybook and ledger—when the fire burnt bright, and her little work-table stood by her side—when Frank ventured to pull off his boots, and lay half reclined on the sofa, then came the hour of conversation. Then Jane loved to talk over the past and the present, and sum up their stores of happiness. Sometimes she requested of her husband to read aloud; but he never got through a page, without her interrupting him, to point out something congenial, or something in contrast with their situation, and the book was soon thrown aside, as far less interesting than their own conversation. Perhaps there was a little too much of egotism, and a little too much of vanity, in all this; but they were in the habit of *thinking aloud* to each other.

"I do positively believe," said Jane, "we are the happiest people in the world. I can say, with truth, I have scarcely a wish ungratified. I am sure I envy nobody."

"Not even your early friend, Susan Colby?"

"How can you always bring that up, Frank? To be sure, I did feel a little vexed when I accidentally met her all dressed out, and she asked me to go to her husband's *English goods store* with her. I knew that Mr. Colby had set out as we did, with little or nothing, and had become affluent, while we were struggling for a living. I confess I did wish *our ships* would arrive, and that I could, like her, step into my husband's store and order the shop boy to measure me off a costly dress."

"O yes, I remember the morning very well," said Frank, laughing. "You certainly came home quite out of humor, and cast most indignant glances at my gallipots and pill boxes."

"You make the most of that business," said Jane; "the truth is I never but once felt the humiliation of poverty, and that was when I went to beg cold meat and broken bread of our landlady for poor Martha's half-starved children."

"I never remember feeling desperately poor but once," said Frank, and that was when I paid our first quarter's rent, and had but three and ninepence in my pocket to pay the second."

It was by reminiscences like these that their present enjoyment was heightened. Uncle Joshua often called on his young relatives; but their removal had increased the distance, and he began to feel the infirmities of advancing life. Jane had observed that he often pressed his hand upon his heart, and to her inquiries he said, "A pain, but it is gone."

The house they rented was larger than they thought necessary; yet, as the rent was reasonable, and the situation good, they concluded it was best to take it. The whole of it need not be furnished. A large room might be left for the children's play room, and another over it for a store room. A little experience, however, convinced them that they wanted all of it, and, as Jane said, "they could furnish these two rooms from the interest of their legacy."

They soon found that the size of the house required an additional domestic. Indeed they seemed to have attained new importance by its size and situation. Mrs. Hart, on this occasion, acknowledged Jane as an acquaintance and made a morning visit, sporting her camel's-hair shawl, which, to use her own phrase, "looked still fresh and lovely." She had never remembered to reimburse Jane for her subscription.

It was really astonishing how fast the Fultons became known. People in the *first society*, as it is termed, began to ask *who they were?* Those who called professed themselves delighted with Jane's "sweet, humble manner," and determined to "patronize her." As yet, however, they had only reached the magic circle of genteel society; they had not stepped over it. They had no heart burnings when their opposite neighbor gave a splendid ball, and did not invite them; and yet, Jane said, "on her children's account, she was glad to have a different circle of friends from what she formerly had. The Watsons, her uncle's oracles, were very clever people, but not such as she wished her children to be intimate with. It is true Mrs. Watson never visited, and the acquaintance had not been kept up after her marriage; but her uncle thought all the world of them—which she confessed *she* did not."

Poor Jane! The enemy had begun to sow his tares, and pride and ambition were springing up in her heart. Dr. Fulton undoubtedly derived some advantage from their change of residence, and while Jane exulted for her children he exulted for his profession; his patients were more able to pay, and he began to have a *run* among the opulent.

Mr. Bradish, with his millions, had the good fortune, for Frank, to be taken dangerously ill of a fever, when Dr. R. was absent, and Dr. Fulton was sent for. From this time he became one of their family physicians.

With all this increase of consequence, their habits were much the same. The happiness and improvement of the children was the great object.

If they were extravagant, it was in schools. Even Mr. Bradish could not be more particular than Dr. Fulton in the excellence of the schools to which he sent his children. Accordingly they were sent to those which had the highest reputation, as their improvement was the first wish of their parents. The neighborhood into which they had moved was a *fashionable* one, and our city has not yet attained the happy eminence of not knowing who lives in the same block of buildings with us. Most of these left a card, and now and then a wandering invitation reached them for a ball, but it was subject to no discussion. Frank wrote a *regret*, when a leisure moment came, for Jane was little in the habit of using her pen; and to those who are not, even answering a note is a work of magnitude. Their next-door neighbors were the Reeds, and Mrs. Reed and Jane soon became familiar friends. It was the first really *stylish* family into which Jane had become initiated. It certainly opened a new world to her. She saw forms and ceremonies used, of which she had no conception. She learnt that napkins and silver forks were essential to the dinner table; that Mrs. Reed could not use a steel fork, consequently other people could not. In these and various other things Jane became an apt scholar. The consequence was, that their expenses gradually increased. Yet there were luxuries for which Jane could only sigh; for she felt that they were far beyond her; for instance, Brussels carpets and pier glasses, and above all a center lamp.

"How rich the Reeds must be!" said she one evening, when they returned from a visit they had been making there.

"You are mistaken," said Frank, "Mr. Reed's income is but very little more than ours."

"Not more than ours?" said Jane, "then how can he afford to furnish his house so elegantly?"

"I protest I do not know," said Frank, "but he says his wife is an excellent manager. I wish, Jane, you would find out how they contrive the matter, and perhaps we can take a leaf out of their book."

Mrs. Reed had all the little vanity of being able to make a *show* on small means, and when Jane humbly asked advice and direction, willingly granted it.

"In the first place," said she, "I set it down as a rule, from the first, that the only way we could get forward in the world, was to live in genteel style, and put the best foot foremost. You would be astonished, between ourselves, to know how little we have to spend; but then, I have a great deal of contrivance. What wages do you give your servants?"

To Jane's information she replied:

"You give too much. By the by, I can recommend an excellent seamstress to you, who will sew for twelve cents a day. But, my dear Mrs. Fulton, you must not wear that shabby bonnet; and, excuse me, you do want a new pelisse tremendously. It really is not doing justice to

your husband, when he has such a run of business, and such a handsome income, to dress in this manner."

"I do not know how it is," said Jane, "but we spend a great deal more than we used to; we send our children to expensive schools."

"That is entirely a mistake. I don't send mine to any; it is my system. They get such vulgar habits, associating with the lower classes! I educate them myself."

"But do they learn as well as at school?"

"How can a woman of your sense ask that question? As if a mother could not teach her children better than strangers! Take my advice, and save all the money you are paying for them, it is just throwing it away. Educate them yourself. Rousseau approves of it."

"But you are out a good deal; who instructs them while you are gone?"

"I leave them lessons, and they are recited to the chambermaid. When Fanny is sixteen, I intend she shall go to one of these *fashionable* schools, just for the name of it."

"Really," said Jane, "I could not undertake to instruct my children. My own education was not thorough enough."

"Nonsense! You can read, and that is all that is necessary. What do those people do, who keep such expensive schools? They instruct from books; and you can do the same."

Though Jane did not entirely adopt Mrs. Reed's ideas, she thought with her that they were paying an enormous sum for schools, and both she and Frank agreed, as demands for money increased, that they might just as well go to cheaper schools. The penalties of living beyond the means most generally fall upon the children of the family; not that parents love them less than other appurtenances, but because deficiencies here are more easily kept out of sight. We speak not of dress or food, but of education.

Many declaim on the expense of schools, who forget that teachers are qualified by devoting the best part of their lives to the subject;—that the education of children cannot be taken up, like hairdressing, merely for a living; but that to be successful it must be founded upon higher and nobler motives, and deserves a compensation equivalent to the preparation and importance of the object. Mrs. Reed thought otherwise, when she found how little trouble it was to educate her children, with her chambermaid for an assistant. Her indignation arose proportionably against expensive schools, and she called the heads of them nothing but pickpockets, and exulted at her own wisdom in keeping clear of them. Those who saw not the interior, spoke of her as a most wonderful woman, "amid all her visiting and occupations, to find time to educate her children."

Perhaps there is no class of men less liable to extravagance than physicians. Their gains are slow and laborious, and they toil for daily bread from hour to hour. No large sum comes in,

like a lawyer's fee, for a few words of advice; and no lucky speculations on coffee, indigo, or cotton, raise him, like a merchant, from moderate means to sudden affluence. But the seeds of luxury and extravagance may be scattered everywhere; and even the very security that Frank felt in his profession, and in his own moderate desires, had perhaps made him less vigilant.

Though Jane did not entirely trust to Mrs. Reed's opinions as to teachers and schools, on many other subjects she yielded implicit deference. The consequence was, that from a simple-dressed woman she soon became a fashionable lady, bonneted and blonded *alamode*, and even to her own surprise, a fine, stylish-looking woman. Frank, who had hitherto only appreciated his wife's virtues and amiable qualities, began now to pride himself on her elegance. The moment this sort of pride takes possession of a husband, he delights to hang his idol with finery and trinkets. How much of honest, faithful affection and esteem mingles with this tribute, depends on the character; in the present instance there was an uncommon degree of affection. For many years they had been all the world to each other—had struggled through a degree of penury—had enjoyed comparative affluence meekly and thankfully—and even now, Jane sometimes doubted whether their enlarged income had increased their happiness. She still, however, continued her charities, and one day, when she applied to her husband for a sum to give away, was surprised when he replied, "Really, Jane, I cannot afford such a donation."

"Not afford it!" exclaimed she, "why it is no more than we have given for several years."

"But our expenses have greatly increased."

"And so has our income," said Jane, triumphantly.

Frank looked thoughtful, and shook his head.

"Well," said Jane, cheerfully, "we have been talking about getting a center table; now suppose we give that up, and devote the money to charity."

"As you please," said Frank, coldly.

Jane was silent for a moment, and then said:

"No, dear; it is not as I please, but as you please."

"A center table was your own proposal," said Frank.

"I know it; but I should not have thought of it, if Mrs. Reed had not said it was necessary."

"Mrs. Reed seems to have become your oracle, with all her folly. Then it was only because she said so, that we were to have a center lamp!"

"I do not see how that helps your argument; the table don't hang to the lamp, does it?"

"No, and I begin to think it is of no consequence. Indeed I should never have thought of it, if it had not been for Mrs. Reed."

"Mrs. Reed again!" exclaimed Frank, pee-

vishly; "I really think that woman's acquaintance is a curse."

Jane made no reply, but her eyes filled with tears.

"Since you are so unwilling to give up either the center table or your donation, you shall have both," said Frank, "so pray go and select one with your friend."

"Can you think me so unreasonable?" replied Jane. There was a pathos in her voice that restored her husband to his good nature.

"Unreasonable? no, Jane, I never thought you so for a moment; but I do think Mrs. Reed is very officious."

"You must remember," said Jane, ingeniously, "how often I apply to her for information about things of which I am as ignorant as a child. When I ask, you say, 'Ask Mrs. Reed, she knows all about it.' It is a knowledge she has about what I have not, that gives her any influence with me, or makes her *my oracle*."

"You could not think I was serious when I called her *your oracle*. I was merely jesting."

"Let me ask you then," said Jane, affectionately, "not to jest with me any more. You have done it often lately, and it makes me very unhappy."

"Nonsense! It gives a piquancy to domestic *tete-a-tetes*, which are apt to be a little dull."

"We did not use to find them so."

"Well, Jane, you must remember that now my time and thoughts are constantly occupied! and besides that, as we have only an income sufficient for our own expenses, it is a little vexatious to have you ask me for money to *give away*. All our expenses are greatly increased."

"Would it not be better to try to reduce them? My uncle brought me up with a horror of getting into debt."

"I have the same feeling, Jane, and it is *possible* embarrassment, not actual, that troubles me, and makes me sometimes a little petulant."

"Ah," said Jane, "that is the history of your *jesting*."

Frank laughed.

"Let us give up the center table," said Jane.

"No, I think we *do* want *that*. As to the donation, it does not appear to me that we are called upon to give money. If there is one class of men that do more than another for the poor, it is physicians. I am sure I should be worth an independent fortune, if I had been paid for all my attendance on the poor."

"Do you think, then, what you have done exempts you from doing?"

"Certainly not. I am willing still to go when I am sent for. And if I give them a portion of time and labor, I do my part."

"It seems to me," said Jane, "that everybody may reason in the same way. The clergyman may say, if he gives his spiritual advice and instruction, he has done enough. Even a lawyer may be willing to give his professional services

and if the poor do not want them, he is not the less charitable. I don't see but their main assistance must come from butchers and bakers."

"Perhaps it would be better for them if they had none."

"My dear Frank, don't begin to jest again," said Jane, half afraid of what would next come. "I have not answered Mrs. Reed's invitation for this evening; therefore we will decline it."

"Decline it!" replied Frank. "Why should we?"

"Had we not better break off our acquaintance? You said it was a curse."

"You are in a strange humor, Jane, this morning. I should be extremely sorry that you should do anything so rude. Mrs. Reed certainly has knowledge that is valuable to us. I do not wish you to give up your intercourse with her. But I beg you always to exert your own excellent judgment, and not let her have any influence over your mind, without first weighing the subject."

As if we could have constant intercourse with any one, without being influenced by their habits and opinions! Frank had set Jane a task beyond her strength. The center table was purchased, and then an elegant center vase.

[This story will be continued in our next number.]

Scientific Farming.

The value of science to agriculture is well set forth in the following description of the Experimental Farm of Professor Mapes, in this vicinity which is furnished the National Intelligencer by a New York correspondent.—*Newark, N. J. Advertiser.*

"Science is gradually making its way to the farmhouse, and lending its powerful and important aid to agricultural pursuits. As an incentive to others to 'go and do likewise,' I will state very briefly what a practical chemist is now doing in this vicinity in experimental farming. Professor Mapes, for many years a resident in this city, and well known as a good chemist and scientific man, concluded last fall to turn his attention to agriculture. For this purpose he purchased a small farm of about forty acres in New Jersey, between two and three miles southwest of Newark. He is now in the midst of his first season, and yesterday I went out to his place in company with some of the members of the American Institute, to see what sort of a start he had made in his new pursuit. The result was highly gratifying, and left the impression that this little experimental farm would give a valuable stimulus to the agriculture of the country. The basis of the soil is principally a disintegrated sandstone, with a mixture of clay. The farm has been occupied for some years past by a mechanic, who has paid but little attention to it, and was in a low state of cultivation, thus making it a fair field to test the results of chemical farming.

On our arrival we were seated awhile in the

professor's snug parlor, where he gave us a general account of the farm, the nature of the soil, the sources and the mode of procuring, preparing, and applying manures, the effects of various chemical actions in the composition of manures, and their influence upon vegetation. In short, it was an admirable chemical lecture applied to agriculture. He then took us over the farm to see what he had done and what he was preparing to do. At the barn we found two yoke of the handsomest and most powerful working oxen I have ever seen.

"Where did you find such cattle?"

"I called a man to my aid who was a first-rate judge of animals, and told him to go out and look for them, directing him to bring me two pair of the best oxen he could find between New York and Bangor, regardless of the expense."

The result was that he brought these cattle at about two hundred dollars a yoke, "and cheap enough at that," said the Professor. One pair weighed about 3,800 pounds. We then went into the field to see them plow, and the ease with which they pulled the plows through the soil seemed more like the work of a powerful steam engine than of animal power. The first yoke cut a furrow sixteen inches in depth; the next followed with a sub-soil plow in the same furrow, cutting and loosening the earth sixteen inches below the first furrow. The Professor says deep plowing is very important for large crops. Some of his plowing is thirty-six inches deep. His system of preparing and applying manures is scientific and important; and judging from present appearances, he will produce remarkable results. The science of a succession of crops in the same season, without impoverishing the soil, is of vast importance. The Professor says that from a single acre he shall take off this season eight hundred bushels of potatoes, three thousand five hundred cabbages, and six hundred bushels of turnips, which must be worth five or six hundred dollars at the lowest market prices. His crops of cabbages this season he calculates at eighty thousand heads. He has a new variety of potato, which he calls the nutmeg potato, of which he expects to raise this season eighteen hundred bushels, which will be disposed of for seed at one dollar a bushel. He calculates that he will have a hundred and twenty thousand nutmeg melons for market this season, which certainly ought to average two cents apiece, which at that rate would yield twenty-four hundred dollars. There is on the farm a great variety of other vegetables and crops to which I make no reference.

Unlike most farmers, he does not leave a strip of waste along by the side of his fences, but cultivates every inch snug to the fence. Against each post in the fence he sets out a fruit tree, and midway between the trees a grape vine, which, as it runs and spreads, will rest on the fence. In this way he will soon have three miles of grape vines and fruit on ground which ordinary farmers

would let run to waste. He uses his farm like a giant machine of wonderful powers, if properly and scientifically handled. He employs upon it about twenty hands, but says in a high state of cultivation it gives employment to eighty.

Goldsmith says, in that sweet poem, the "Deserted Village,"

"A time there was, ere England's grief began,

When every rood of ground maintained its man."

But I think that Professor Mapes is in a fair way of proving that in this county a rood of ground may be made to maintain quite a number of men, and I hope it will do much to convince our farmers that scientific farming is of more importance to them than a great number of acres."

Education a Duty.

Who would suppose that education were a thing which had to be advocated on the ground of local expediency, or indeed on any ground? As if it stood not on the basis of everlasting duty, as a prime necessity of man. It is a thing that should need no advocating; much as it does actually need. To impart the gift of thinking to those who cannot think, and yet who could in that case think; this, one would imagine, was the first function a government had to set about discharging. Were it not a cruel thing to see, in any province of an empire, the inhabitants living all mutilated in their limbs, each strong man with his right arm lamed? How much crueler to find the strong soul, with its eyes still sealed, its eyes extinct, so that it sees not! Light has come into the world, but to this poor peasant it has come in vain. For six thousand years the sons of Adam, in sleepless effort, have been devising, doing, discovering, in mysterious, infinite, indissoluble communion, warring, a little band of brothers, against the great black empire of Necessity and Night; they have accomplished such a conquest and conquests; and to this man it is all as if it had not been. The four and twenty letters of the alphabet are still Runic enigmas to him. He passes by on the other side; and that great spiritual kingdom, the toil-worn conquest of his own brothers, all that his brothers have conquered, is a thing nonextant for him; an invisible empire; he knows it not; suspects it not. And is it not his withal; the conquest of his own brothers, the lawfully acquired possession of all men? Bateful enchantment lies over him from generation to generation; he knows not that such an empire is his, that such an empire is at all! O, what are bills of rights, emancipations of black slaves into black apprentices, lawsuits in chancery for some short usufruct of a bit of land? The grand "seedfield of time" is this man's, and you give it him not. Time's seedfield, which includes the earth and all her seedfields and pearl oceans, nay her sowers too and pearldivers, all that was wise, heroic and victorious here below; of which the earth's centuries are but furrows, for it stretches forth from the beginning onward even unto this day!

"My inheritance, how lordly, wide and fair;
Time is my fair seedfield, to time I'm heir!"

Heavier wrong is not done under the sun. It lasts from year to year, from century to century; the blinded sire slaves himself out, and leaves a blinded son; and men, made in the image of God, continue as two-legged beasts of labor, and in the largest empire of the world, it is a debate whether a small fraction of the revenue of one day (£30,000 is but that), shall, after thirteen centuries, be laid out on it, or not laid out on it. But quitting all that, of which the human soul cannot well speak in terms of civility, let us observe now that education is not only an eternal duty, but has at length become even a temporary and ephemeral one, which the necessities of the hour will oblige us to look after. These twenty-four million laboring men, if their affairs remain unregulated, chaotic, will burn ricks and mills, reduce us, themselves, and the world, into ashes and ruin. Simply, their affairs cannot remain unregulated, chaotic; but must be regulated, brought into some kind of order.—*Thomas Carlyle.*

Reading Aloud.

The Newark Daily Advertiser, one of the best family journals, has received from one of its correspondents, the following hints that are worth a careful reading.

A book is tenfold a book, when read in the company of beloved friends, by the ruddy fire, on the wintry evening; and no commentaries, or notes *Variorum*, are comparable to the interrupted sayings of the wife and sister, or the merry ejaculations of the listening child. A good voice, a just intonation, and a quiet but animated delivery secure far more of the soul of the great author, than any amount of closet study. It is delightful to feel that the delight is shared by so many. There is frugality of time in reading good books aloud. The matron goes on with her stocking; the girls ply the nimble needle; Jack and Tom work away at carving and joinery; the very child that rolls on the carpet or plays with puss is unimpeded in his pursuits; all the while the steam of knowledge and entertainment is gently flowing into the wakeful ear. Glances from bright eyes, smiles, and laughter, or perhaps the sigh and tear, bear witness to the stroke of wit, or the touch of pathos. To make a pleasure otherwise solitary, one of social love, is to exalt it: this takes place when some stirring old history is read aloud in the family group. Ancient stories were made to be orally delivered; among the Greeks, we know, they were pronounced before thousands: among the Romans, in crowded saloons of the great: it is little enough if we do the like by our firesides.

Poetry, which by its numbers addresses itself directly to the ear, is robbed of half its charm if perused in silence. The taste for rhythmical composition is awakened and cultivated by social reaping. The legend goes home to the imagination with accumulated force, when uttered by a

beloved voice. There is magic in the human organ, which the dead letter of the page can never rival, and which leaves deep traces on the memory. Though the great poet writes it for solitary lucubration, I would claim it also for the domestic circle, to rise on the wings of genius, when tragedy

"In sceptered pall comes sweeping by,
Presenting Thebes, or Pelops, line,
Or the tale of Troy divine,
Or what (though rare) of later age
Ennobled hath the buskined stage."

Who does not remember some illumined evening, in which faces, now removed, shone more brightly, at the recital of some great action, and where the thrill of exquisite awe ran through the entire assemblage of hearts in unison? For such enjoyments, we might be willing to sacrifice a few hours of recluse literature, which, but for these interruptions, might grow moody, selfish, and unfruitful. Let us bathe our intellectual pleasures in domestic affection. So rich are the stores of written learning, that we may on these sacred occasions, deal chiefly with masterpieces; the choice morsels of human wisdom. Selection is more apt to be guarded, and equivocal matter is more sure to be banished, where the wife and daughter are to be listeners. Method and persistency, in a line of direction, are encouraged: the volume which is begun, in the parlor, will commonly be finished—a result not always secured in these days of satiety, by the solitary reader.

Among a thousand means of making home attractive (a main point in ethics) this stands high. What is more pleasing? What more rational? What more tributary to the fund of daily talk? What more exclusive of scandal and chatter? He would be a benefactor indeed, who should devise a plan for redeeming our evenings; and rallying the young men who scatter to clubs and taverns and brawling assemblies. Such a reformer and inventor would deserve a garland of heart's-ease, from the hands of slighted woman. I venture a guess, that books will be among his philters and incantations. Happy house! where the inmates long for the falling of the curtains, that they may mingle in the satisfactions of a common literature! Could some Asmodeus unroof every house in our town, and reveal the employments of their respective occupants, I have no fear that those groups which should be found thus engaged, would be the vicious or the discordant. Consent in such entertainments presupposes a certain measure of harmony and tranquil ease. Families which are in a state of mutual repulsion have no evening together over books or music. The master is at his barroom. The boys are at some public room or place of amusement. The girls are abroad in full dress. The mother sits at home in spectacles. And the several parties straggle in, weary and sometimes sullen, at such hours as suit their whim, and then only because nature demands sleep: it

is well if even this, at length, is not sought away from home.

There is a higher reason still, in favor of the practice here recommended. Written language is the vehicle of a vast body of truth relating to our spiritual and immortal part; truth, which we are prone to neglect, and truth which is never without a social reference. Nowhere is the volume of holy wisdom more appropriate, than when read aloud in the household assembly; nowhere is religion more sweetly intermingled with the attachments of the heart. Heavenly counsels are not the less impressive when conveyed by the familiar and cherished voice.

In closing the paper, I beg leave to add, this is a pleasure for *the poor man's house*; and for this I love it. The poor man, if educated, is one day placed almost on a level with the prince, in respect to the best part of literary wealth. Let him ponder the suggestion, and enjoy the privilege.

CÆSARIENSIS.

Nutmeg Tree.

The nutmeg tree flourishes in Singapore near the equator. It is raised from the nut in nurseries, where it remains until the fifth year, when it puts forth its blossoms, and shows its sex. It is then set out permanently. The trees are placed thirty feet apart, in diamond order—a male tree in the center. They begin to bear in the eighth year, increasing for many years, and they pay a large profit. There is no nutmeg season. Every day in the year shows buds, blossoms, and fruit, in every stage of growth to maturity. The ripe fruit is singularly brilliant. The shell is glossy and black, and the mace it exposes when it bursts, is of bright scarlet, making the tree one of the most beautiful objects of the vegetable world.

Scientific Coincidence.

In 1815 Captain Smith ascertained that the height of Mount Etna is 10,874 feet. The Cutanians, disappointed that their mountain had lost nearly 2000 feet, would not believe it. In 1834, Sir John Herschell, who was not aware of what Captain Smith had done, determines the height by a careful barometrical measurement, and found it 10,872½, a difference of 1½ feet. Herschell called this a "happy accident," but Dr. Wollaston justly remarked, "that it was an accident which would not have happened to two fools."

Love of Nature.

He who has a love for nature, can never be alone. In the shell he picks up on the shore—in the leaf, fading at his feet—in the grain of sand and the morning dew—he sees enough to employ his mind for hours. Such a mind is never idle. He studies the works of his Maker which he sees all around him, and finds a pleasure of which the devotee of sin and folly can form no conception.—*Family Visitor.*

FAITHFULNESS;
Or, the Story of the Bird's Nest.

FROM THE GERMAN, BY MRS. E. GOODWIN.

[Concluded.]

The prince and tutor went back to the castle, to which they had come the day before, to enjoy the season of spring.

"The nobleness of that boy surprises me," said the tutor, as they went along. He is a jewel which cannot be too much prized. He has in him the elements of a great character. So we may often find, under the thatched roof, truth and virtues which the palace does not present to view."

After they returned, the tutor inquired of the steward whether he knew anything about the boy.

"He is a fine boy," said the steward. "His name is George. His father is poor, but is known all around, for an honest, upright, and sensible man."

After the prince's studies were ended for the day, he went to the window, and immediately said, "Aha! the little George is waiting for us. He tends his small flock of sheep by the wood, and often looks toward the castle." "Then we will go and hear what answer he brings us," said the tutor.

They left the castle together, and went to the place where George tended his sheep. When he saw them coming, he ran to meet them, and called out joyfully — "It is all right with Michel! He called me a foolish boy, and scolded me for not showing you the nest at first; but it is better that I should have asked his leave. I can now show it to you with pleasure. Come with me, quick, Mr. Prince."

George led the way, on the run, to the oak wood, and the prince and tutor followed more slowly. "Do you see that yellow bird on the alder twig, that sings so joyfully?" said George to the prince. "That is the manikin! the nest belongs to him. Now we must go softly."

In a part of the wood where the oak trees were scattering, stood a thicket of white thorns, with graceful, shining, green leaves, thickly ornamented with clusters of fragrant blossoms, which glittered like snow in the rays of the setting sun.

Little George pointed with his finger into the thicket, and said softly, to the prince, "There! peep in, once, Mr. Prince! the ladybird is sitting on her eggs."

The prince looked, and had the satisfaction of seeing her on the nest. They stood still, but the bird soon flew away; and the prince, with the greatest pleasure, examined the nice, yellow straw nest, and the smooth, blue eggs. The tutor made many excellent remarks, and gave the prince some information in the mean time.

"Now come with us, and receive the money we promised you," said the tutor to George. "But the gold piece will not be so good for you

as silver money." He took out his purse and counted down on a stone, before the astonished George, the worth of the gold piece in bright, new dollars.

"Now, divide fairly with Michel!" said the prince. "O honor!" answered George, and sprang with the money out of their sight.

The tutor afterward inquired whether George had divided equally with Michel, and found that he had not given him a piece too little. His own part, he carried to his father, and had not kept a penny for himself.

Prince Frederick went every day to the bird's nest. At first, the birds were a little afraid of him, but when they saw that he did not disturb them, they lost their fear, and went and came freely, before him.

The prince's delight was full when he saw how the little birds crept from their shells. How they all opened their yellow bills and piped loud, when the parents brought their food. How the young nestlings grew, were covered with soft down, and then with feathers; and at length, one day, amid the loud rejoicings of the parents, they ventured their first flight to the nearest twig of the thorn tree, where the old birds fed them tenderly.

The prince and his tutor often met little George as he tended his sheep, while they strayed now here, now there. The tutor was much pleased to observe that he always had his book with him, and spent all his spare time in reading. "You know how to amuse yourself in the best manner, George," said he to the boy. "I should be pleased to hear you read a little from that book which you love so well."

George read aloud, with great zeal; and although he now and then misalled a word, he did his best, and the tutor was pleased. "That is very well," said he. "In what school did you learn to read?"

"I have never been in any school," said George, sadly. "The school is too far off, and my father had no money to pay for it. Besides, I have not any time to go to school. In summer I tend sheep, and in winter I spin at home. But my good friend Michel, can read very well, and he promised to tell me all he knows. He taught me all the letters, and the lines of spelling. This is the book that Michel learnt from. He gave it to me, and I have read it through three times. To be sure, it is so worn out now, that you cannot see all the words, and it is not so easy to read it as it was."

The next time the prince came to the woods, he showed George a beautiful book, bound in gilded morocco. "I will lend you this book, George," said the prince, "and as soon as you can read a whole page without one mistake, it shall be yours."

Little George was much delighted, and took them with the ends of his fingers, as carefully as

if it had been made of a spiderweb, and could be as easily torn.

The next time they met, George gave the book to the prince, and said, "I will try to read any page that you may please to choose from the first six leaves." The prince chose a page, and George read it without making a mistake. So the prince gave him the book for his own.

One morning the king came to the hunting castle on horseback, with only one attendant. He wished to see, by himself, what progress his son and heir was making in his studies. At dinner, the prince gave him an account of the bird's nest, and the noble conduct of the little shepherd.

"In truth," said the tutor, "that boy is a precious jewel. He would make a most valuable servant for our beloved prince, and as God has endowed him with rare qualities, it is much to be wished that he should be educated. His father is too poor to do anything for him; but with all his talents and nobleness of character, it would be a pity, indeed, that he should be left here, to make nothing but a poor shepherd like his father."

The king arose from the table, and called the tutor to a recess of one of the windows, where they talked long together. After it was ended, he sent to call George to the castle. Great was the surprise of the poor shepherd boy, when he was shown into the rich saloon, and saw the dignified man, who stood there, with a glittering star on his breast. The tutor told him who the stranger was, and George bowed himself to the earth.

"My good boy," said the king, in a friendly tone, "I hear you take great pleasure in reading your book. Should you like to study?" "Ah!" said George, "if nothing was wanting but my liking it, I should be a student to-day. But my father has no money. That is what is wanting."

"Then we will try whether we can make a student of you," said the king. "The prince's tutor, here, has a friend, an excellent country curate, who takes well-disposed boys into his house, to educate. To this curate I will recommend you, and will be answerable for the expenses of your education. How does the plan please you?"

The king expected that George would be very much delighted, and seize his grace with both hands. And, indeed, he began to smile, at first, with much seeming pleasure, but immediately after, a troubled expression came over his face, and he looked down in silence.

"What is the matter?" said the king; "you look more like crying than being pleased with my offer. Let us hear what it is?"

"Ah! sir," said George, "my father is so poor! What I earn in summer, by tending sheep, and in winter, by spinning, is the most that he has to live on. To be sure it is little, but he cannot do without it."

"You are a good child," said the king, very kindly. "Your dutiful love for your father is

more precious than the finest pearl in my casket. What your father loses by your changing the shepherd's crook and spinning wheel, for the book and pen, I will make up to him. Will that do?"

George was almost out of his senses for joy. He kissed the king's hand, and wet it with tears of gratitude; then darted out to carry the joyful tidings to his father. Soon, father and son both returned, with their eyes full of tears, for they could express their thanks only by weeping.

When George's education was completed, the king took him into his service, and after the king's death, he became counsellor to the prince,—his successor. His father's last days were made easy and happy, by the comforts which the integrity of the poor shepherd boy had procured him.

Michel, the firm friend, and first teacher of the prince's favorite, was appointed the place of forerunner, and fulfilled all his duties well and faithfully.

What is Education?

The great end of education is not to train a man to get a living. This is plain; because life was given for a higher end than simply to toil for its own prolongation. A comfortable subsistence is, indeed, very important to the purposes of life, be it what it may. A man half fed, half clothed, and fearing to perish from famine or cold, will be too crushed in spirit to do the proper work of a man. He must be set free from the iron grasp of want, from the constant pressure of painful sensations—from grinding, ill-requited toil. Unless a man be trained to a comfortable support, his prospects of improvement and happiness are poor. But if his education aims at nothing more, his life will turn to little account.

To educate a man is to unfold his faculties—to give him the free and full use of his powers; and especially of his best powers. It is first to train the intellect, to give him a love of truth, and to instruct him in the processes by which it may be acquired. It is to train him to soundness of judgment, to teach him to weigh evidence, and to guard him against the common sources of error. It is to give him a thirst for knowledge, which will keep his faculties in an action throughout life. It is to aid him in the study of the outward world, to initiate him into the physical sciences, so that he will understand the principles of his trade or profession, and will be able to comprehend the phenomena that are continually passing before his eyes. It is to make him acquainted with his own nature; to give him that most important means of improvement, self comprehension.

In the next place, to educate a man, is to train the conscience, to give him a quick, keen discernment of the right, to teach him duty in its great principles and minute applications, to establish in him immovable principles of action. It

is to show his true position in the world, his true relation to God and his fellow beings, and immutable obligations laid on by these. It is to inspire him with the idea of perfection, to give him a high moral aim, and to show how this may be maintained in the commonest toils, and how every thing may be made to contribute to its accomplishment.

Further, to educate a man in this country is to train him to be a good citizen; to establish him in the principles of political science; to make him acquainted with our history, government and laws; to teach him our great interests as a nation, and the policy by which they are to be advanced; and to impress him deeply with his responsibility in this great trust—his obligations to disinterested patriotism as the citizen of a free state.

Again. To educate a man is to cultivate his imagination and taste; to awaken his sensibility to the beautiful in nature and art; to give him the capacity of enjoying the writings of men of genius, and to prepare him for the innocent and refined pleasures of literature.

I will only add, that to educate a man is to cultivate his power of expression, so that he can bring out his thoughts with clearness and strength, and exert a moral influence over his fellow creatures.—This is essential to true enjoyment and improvement of social life.

According to these views, the laboring classes may yet be said to have few means of education, excepting those which Providence furnishes in the relations, changes, occupations, and discipline of life. The great school of life, of Providence, is indeed open to all. But what, I would ask, is done by our public institutions for the education of the mass of the people? In the mechanical nature of our common schools, is it ever proposed to unfold the various faculties of a human being, to prepare him for self improvement through life? Indeed, according to the views of education now given, how defective are our institutions for rich as well as poor, and what a revolution is required in our whole system of training the young!—*Channing.*

A Wonderful Phenomenon.

A singular phenomenon was brought to light a few weeks ago, in the township of Greenfield, about eight miles from Detroit, Michigan. The facts are very nearly as follows:

The Messrs. Granger, in boring to find water for their sawmill, sunk a four inch hole to the depth of 70 feet, when they struck a vein or cavity. As they withdrew the auger from the hole, to their great surprise, it was followed by a violent current of air, and threw up stones as large as hen's eggs ten or fifteen feet high. For a few minutes, when the hole was first opened, the air was accompanied by a stream of water, which was thrown ten or twelve feet high. The water, however, soon ceased coming, and the air gushed out with such force that the roar could be dis-

tinctly heard for fifty or sixty rods distant. On touching fire to the air it caught, and the flames flashed twenty feet high, and came near burning the building covering the machinery in which it was located.

They finally succeeded, with considerable difficulty, in stopping it, by forcing down blankets and driving a pile into the hole, which was their only means of stopping the air or gas, and extinguishing the flames. For several moments after the air was stopped, the earth trembled and shook for some distance around, as though an eruption was about to take place. The people, who by this time had gathered to the number of about a hundred, were greatly alarmed at these symptoms, and scattered with all possible rapidity, supposing that "Millerism" was about coming to a focus, or that they were about to be blown sky high by an earthquake. From the time it was opened until the time it was closed, was about six hours; and the air gushed out with the same rapidity the whole of the time.

It has been opened several times since, with the same effect. The power and force of the air does not seem to diminish in the least. The Messrs. Granger are proposing to secure it with apparatus so as to shut it off and let it out at leisure, and test its real qualities. The people in that vicinity are confident now that it can be conveyed here in pipes, and successfully used in lighting the city with gas, from this great natural under-ground gasometer. We learn that several scientific gentlemen from this city intend visiting it soon.—*Detroit Daily Advertiser.*

Something for All.

So various are the appetites of animals that there is scarcely any plant which is not chosen by some and left untouched by others. The horse gives up the water hemlock to the goat; the cow gives up the long leafed water hemlock to the sheep; the goat gives up the monk's hood to the horse, etc.; for that which certain animals grow fat upon, others abhor as poison. Hence no plant is absolutely poisonous, but only respectively. Thus the spurge, that is noxious to man, is wholesome nourishment to the caterpillar. That animals may not destroy themselves for not knowing this law, each of them is guarded by such a delicacy of taste and smell, that they can easily distinguish what is pernicious from what is wholesome; and when it happens that different animals live on the same plants, still one kind always leave something for the other, as the mouths of all are not equally adapted to lay hold of the grass—by which means there is sufficient food for all.—*Stillington.*

A school ought to be a noble asylum, to which children will come, and in which they will remain with pleasure; to which their parents will send them with good will.—*Cousin.*

THE SCHOOL FRIEND.

CINCINNATI, OCTOBER 1, 1848.

"Education—the Bulwark of Liberty."

M. HAZEN WHITE, EDITOR.

Education in the West.

No section of our country is so interesting to us at this moment, as that which is commonly called the West. We refer to the territory drained by the Ohio and Mississippi rivers and their branches, extending from the twenty-ninth to the forty-seventh degree of north latitude; and from the Alleghanies to the Rocky Mountains, embracing an area of over one million of square miles, or six hundred and forty millions of square acres, unsurpassed in beauty and fertility—possessing a climate diversified and salubrious—a soil teeming with the most varied products—abounding in inexhaustible mineral resources, and affording unrivaled facilities for internal commerce. This is the garden of America, where nature like an affectionate godmother, sits arrayed in beauty and loveliness, with the horn of plenty in one hand, and the bow of promise in the other, inviting all to come and enjoy her gracious presence, reserving, as she always does, her greatest blessings for the faithful.

Seven millions of people are already planted here. They are a hardy race, and they have done a noble work. With cheerful and courageous hearts they have gone forward and felled the forest oaks. They have broken the virgin soil. They have sown the seed and reaped the abundant harvest; and now the productions are sent to feed the starving millions in a distant land.

Already this land of the West has a commerce within its own limits as valuable as that which floats on the ocean between the United States and Europe. In this wide land "where so lately the beaver and the honey bee were the representatives of labor, and the painted savage the type of manhood, we manufacture all the necessities of life. Letters and the fine arts are cultivated, and beauty and fashion bloom around us." Cincinnati the largest city in the West, can boast of her "ten thousand operatives engaged in mechanic arts—pursuing one hundred and fifty different and distinct branches of manufacture, and turning out as the result of their skill and industry, products to the amount of twenty millions of dollars. Her commerce has a capital of twenty millions more. The aggregate of her receipts and exports of merchandise for one year—from September 1st 1846, to August 31st 1847—amounted to the immense sum of one hundred and seven millions of dollars. The great valley to which we have referred, exceeds the area of Great Britain and Ireland by several thousand square miles, and is a little less in extent than France. But the population of Great Britain and Ireland, is twenty-six millions; that of France thirty-three millions. We have less unproductive land in this valley than either, and our mineral resources are equal to either.

"We can," says Hall, "support twenty-five millions of population in comfort and plenty. We possess in abundance, all the essential elements of a great agricultural, manufacturing, and commercial people. Within a stone's throw, we have the sunny cottonfields of the south. In our midst, we have our luxuriant cornbotoms, our rich wheat lands, our wool-growing prairies, our coal fields, the largest in the world—our inexhaustible mines of lead, iron and copper, our wide-spread forests of timber, our canals and railways, our broad and beautiful lakes, and our noble rivers. Surrounded by these substantial elements of physical growth, and possessing so many facilities for the acquisition of wealth, and obtaining the comforts and luxuries of life, we ask the most pertinent question of all, What race of men

shall we raise in this fair land, and under this genial sky? Plentiful harvest fields, an exuberant commerce, and rich mineral treasures are of little use and little credit to us if we suffer an ignorant and vicious population to grow up among us. Nothing but shame and disgrace await us, if the intellectual, moral, and social development of our race here, does not correspond with the great advantages which we possess. The eyes of thinking men, in this country, are looking upon us, to see what kind of a civil policy, as individual states, we intend to pursue, and what kind of a social platform we mean to adopt. Let us act the part of wise and patriotic citizens in the present; let us go forward, and do what we may, to lay a broad and substantial, social basis, upon which those who come after us, may raise a superstructure, fair to the eye, beautiful in proportion, and adapted to meet the social wants of our nature.

We are accustomed to look back upon such events as the American revolution, and say, that those were the days which nourished patriots. True they were, but we have our heroic age as well as they; and we are the heroes if we do our duty. We are not called to the tented field. It is a gross mistake if any of us find ourselves there. We have no external foe to molest us. Our most bitter enemies are internal. Ignorance and her natural ally, vice, sorely beset us on every hand. The cause we espouse, is that of mind neglected—God-like powers undeveloped—and heaven-born affections blasted. Our aim is to save all classes of men from the degradation of ignorance, and elevate them to that exalted position which their nature claims, and which God intended they should enjoy. Is not this a glorious work?

Glory, honor, and fame, are not peculiar to the battle field. Their greatest triumphs consist not in human bloodshed, but in moral and intellectual achievements in dissipating the darkness of ignorance, and diffusing the light of knowledge and spiritual truth. The first thing which claims our attention now, is our common schools. The present condition of education in the West, should arouse every individual to use his influence in establishing a thorough and rational system of school education, so that all classes, not only may, but must be educated either at private or public expense.

We take the broad ground that the state should see that its children are educated.

Let us not stop short of this. According to the census of 1840, there were thirty-five thousand three hundred and ninety-four white persons over twenty years of age, in the state of Ohio, who could not read or write. In Kentucky, 40,018. In Tennessee, 58,531, or one person in every fourteen. The estimate would be much lower were we to consider those under twenty years of age. Missouri contained 19,457, one-nineteenth of her white population. Wisconsin, 1,707. Iowa, 1,118. Illinois, 38,100. According to the report of Mr. Mayhew, late treasurer of Indiana, there were 350,000 children in the state, between five and twenty-one years of age. Judging from the returns of a few counties, the average number attending school, is only 129,000, leaving 221,000 of the children without school instruction. It was estimated last year, that there were then, in the state, thirty thousand voters at the polls, who could neither read nor write their names; and that, unless some efficient means are immediately adopted, in 1860, according to the present increase of population, there will be 60,000 voters and 50,000 mothers in the same deplorable condition. "What elements for mobs, for repudiating state debts—for filling our penitentiaries, poorhouses, and jails." Add to these facts the present condition of schoolhouses, which are, very generally, mere shells—the incompetency of teachers, and the indifference of many parents, of which we hear from all quarters, and we have something to think about, not altogether flattering to our pride. However deeply

humiliating these facts, based upon our last census, and figures cannot lie, may be to us all as citizens, let no one turn from their contemplation, but gaze upon them, analyze their consequences to ourselves, our children, and our country, and then solemnly ask, what does the genius of our government demand of us?

In another paper we shall present the condition of our schools more fully, and discuss some plans for improving them.

School Houses and Shrubbery.

Nothing can be truer than that the mind is influenced by the circumstances which surround it. The active, thoughtful mind, is ever receiving impressions from the outward world; and these impressions will be happy or unhappy, favorable or unfavorable, according to the character of the object which occasions them, and the state of the mind at the time the impression is made. Who does not know that the scenery of every country leaves its peculiar impress upon the minds of the people which inhabit it? The distinguished Channing is said to have attributed his great love of liberty, his modes of thought, and habits of life, much to the influence which the scenery amid which he was nurtured, had upon his mind. His residence was at Newport, situated at the south-west extremity of the beautiful and highly-cultivated island of Rhode Island. He says, "my first liberty was used in roaming over the neighboring fields and shores; and amid this glorious nature, that love of liberty sprang up, which has gained strength with me to this hour. I early received impressions of the great and the beautiful, which I believe has had no small influence in determining my modes of thought and habits of life. No spot on earth has helped to form me so much as that beach. There I lifted up my voice in praise amid the tempest. There, softened by beauty, I poured out my thanksgiving and contrite confessions. There in reverential sympathy with the mighty power around me, I became conscious of a power within. There struggling thoughts and emotions broke forth, as if moved to utterance by nature's eloquence of winds and waves." No spot on earth should help more to determine the character of the child than the district school. No spot will contribute so much, to form the character of thousands. We should make it pleasant without and within. We should throw every attraction around the schoolhouse, to make it one of the most delightful, instead of one of the most desolate places. Were one to ride through the country, he would be at no loss to account for the present condition of our schools; for, if there is a little *Greenland*, or *small Sahara Desert* in a town, there he will be sure to find a schoolhouse located. Shade trees, and grounds ornamented with shrubbery, improve the taste and exert a healthful influence upon the character; and it is hoped that the noble spirit which ornaments the cottage yard, and private pleasure grounds, will embrace within its happy influence the district school, that our children may find as pleasant associations there as at home.

The Columbian Drawing Book.

Through the kindness of the publishers, Messrs Bradley and Anthony, Cincinnati, we have received the first number of the Columbian Drawing Book, by Mr. W. B. Shattuck, Instructor of Drawing and Painting, at St. Xavier College, Cincinnati High School, &c. We are much pleased with this number of Mr. Shattuck's series, and do not hesitate to say, that, if this is a specimen of the succeeding numbers, it will be the best system of Drawing we have seen. The style of the drawings, the quality of the paper, the execution of the whole, reflect great credit both upon the author and the publishers. We hope their efforts will be rewarded by its wide circulation. We are happy to learn, that Mr. Shattuck has been appointed superintendent of Drawing in our Public schools.

☐ We have received the following communication from a friend of the "Spelling Reform," which is exciting much interest in the minds of many intelligent men of our time. We give it as a matter of interest to our readers, without expressing any opinion in favor of, or against the views advocated. It is our intention, however, to have something to say on this subject at a convenient time.

For the School Friend.
Phonetic Spelling.

The readers of the School Friend were favored some months since with a series of articles on the subject of *Spelling*. Those articles, we hope, have prepared the minds of many for a statement of the subject in a new light. The following words are from the last of the series: "We would rejoice in the removal of every silent letter in our language, and of every exception to a rule, and of every ambiguous representative of sound. We would rejoice in reducing our language to the simplicity of which it is susceptible, and which we see in some other languages."

The writer of those articles introduced no method by which to accomplish the desired object. The intention of this communication is to acquaint the reader with a system, that has been most accurately devised and thoroughly tested, of spelling the English (or any other) language with precision and simplicity. It is the result of extensive investigation and of practical experiments and improvements, during a period of five years. It is not the work of one man, but of the combined talents of some of the first men in England.

It is admitted by every one that our method of spelling is perfectly arbitrary, there being no uniformity of spelling syllables alike which are pronounced alike. Thus, the vowel sound *oo* is represented in sixteen different ways, as in *rheumatism, brew, do, shoe, manoeuvre, too, wood, soup, through, rendezvous, billet doux, unruly, true, bruising, bruise, two*. And to make the matter still worse, *unlike* sounds are represented by the *same letters*. Thus, *oo* have six sounds applied to them, as in *poor, door, blood, wood, zoology, zoophyte*.

From this disorder and contradiction, spelling and reading are as much the work of memory, almost, as to comprehend the Chinese hieroglyphics. How can the child know what sound to give a letter, when each of the twenty-six represents from two to seven different sounds? Or how spell a word, when many of the sounds are represented by *fifteen, twenty*, and one as many as *thirty-four* different ways? There is no *certainty*, until the spelling of *each* of the fifty thousand words in our language is *memorized*, which is the work of a lifetime!

All this difficulty results, primarily, from an imperfect alphabet, hence the first step toward its removal must be the adoption of a complete alphabet. Such an alphabet has been devised, and it is based upon these principles. 1. It has been ascertained, by orthoëpists and elocutionists, that

there are about *forty* distinct *elements* or sounds in the English language. 2. Each element of speech should be represented by a separate letter. 3. Each letter should represent but one element or sound. The employment of this alphabet renders the spelling of words systematic, and their pronunciation unequivocal.

We now present the alphabet, with the request that each reader will carefully examine it, and read the short article that follows it. The sound or *power* of the letter may be ascertained from the *italic* letter or letters in the illustrative words.

VOWELS.

Type.	Example of sound.	Type.	Example of sound.
E e	eel	I i	ill
A a	ale	E e	ell
Ä ä	alms	A a	am
Ö ö	all	O o	olive
Q o	ope	U u	up
W u	food	U u	foot

DIPHTHONGS.

Æ æ	isle	Ï ï	owl
Ö ö	oil	Ü ü	yule

COALESCENTS.

Y y	yet	W w	wet
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ASPIRATE.

H h	hope	hop
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CONSONANTS.

P p	rope	F f	safe
B b	robe	V v	save
T t	fate	T t	wreath
D d	fade	D d	wreathe
G g	etch	S s	place
J j	edge	Z z	plays
C c	leek	Æ æ	vicious
G g	league	Ï ï	vision

LIQUIDS.

R r	for	L l	fall
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NASALS.

M m	seem	Ŋ ŋ	sing
N n	seen		sin

Æ SCUL-BÖZ COMPLANT.

Twoz ðe vos ov ðe scul-bö, ðe hurd him complan,
"O! ðis loŋ spelij tqse, ðe must con it agen."
Az a stroŋ dos ov fizic, he goz tuu hiz buc,
Wid a frug ov ðe foldur, and a soroful lue.

Bj suŋ tedjus cramij wid spelij buc lumbur,
We wast hiz ȝos xrx ov yut widxt numbur;
And hwen ðe dul sezŋ ov sculij iz or,
ðe buc iz tron bj, tuu be hurd from no mor.

Go, woŋ him in manhud, obsurv ðe wiŋd brjor
Ov Ignorens flurijŋ brödur and hjur:
ðe sol (purhups ov grates), woŋ nipt in ðe bud,
And foli debaset ðe imej ov God.

ðe cold on hiz Teŋur, eŋspeetij tuu fjd
He wud hal xrx nŋ spelij bj sxdz wel combjnd;
He told me hiz dxts; teet ov havij no leŋur;
And xrx coŋ ov reŋform semd tuu yeld him no pleŋur.

Sed ðe tuu miŋself, herz a lesn for me,
Tuu redubl mj efurts tuu set lurnij frē;
And be tȝeful tuu God ðat a metoz iz frnd,
For difuzij ðe treŋurz ov noleŋ arnd.

State Normal Class.

The State Normal Class closed its exercises at Norwalk, the 14th of August, after an interesting session of nine weeks. We are happy to learn that this Institute has been eminently successful, and that a second class has already opened its session at Akron, Summit county. The excellent resolutions of the first Normal class, which came too late for our last paper, we present on the eleventh page of the present number.

On Teaching Arithmetic.—No. 19.

BY JOSEPH RAY, M. D.
Professor of Mathematics in Woodward College.

SUBTRACTION OF COMPOUND NUMBERS.

After what has been said on the addition of compound numbers, there remains little to be added on the subject of subtraction that is new. The instructor, however, should be careful to point out the analogy that exists between subtraction of simple numbers and that of compound numbers, and in doing this it will be necessary to repeat much of what has been already presented in the last article.

In writing down two simple numbers to find their difference, we place units of the same order under each order, because we can only find the difference between numbers of the same name or denomination. For the same reason, in writing down two compound numbers to find the difference between them, we write units of the same denomination under each other.

In finding the difference between two simple numbers, after writing the less under the greater, when the number of units in any order in the lower number is less than the number of units in the same order in the upper number, we find their difference, and place it in the same order beneath. In a similar case, in subtraction of compound numbers, we pursue exactly the same method.

In simple numbers, when the number of units in any lower is greater than the number in the corresponding order above it, we take a unit of the next higher order, reduce it to the same name as the order next lower, by multiplying it by 10, and then add it to the number in the lower order, after which the subtraction can be made as in the preceding case.

In compound numbers we pursue a method precisely analogous. When the number of units of any denomination in the lower line, is greater than the number of the same denomination in the upper, we take a unit of the next higher denomination, reduce it to the given one, then add the number of that denomination, and after this make the subtraction. Thus, let it be required to subtract 2 yards 1 foot 5 inches from 5 yards 2 feet 3 inches.

For the reasons already given
yds. ft. in. we write numbers of the same denomination under each other. In
5 2 3 performing the subtraction we find
2 1 5 it impossible to take 5 inches from
— — — 3 0 10 3 inches, we therefore take 1 foot

from the 2 feet, reduce it to inches; and add it to the 3 inches, which makes 15 inches. Then subtracting 5 inches from 15 inches we have 10 inches remaining, to be set down in the column of inches. As 1 was taken from the 2 feet, there is left only 1 foot in the upper number in the column of feet; we therefore subtract 1 from 1 and there is 0 feet left to be set down in the column of feet. Instead, however, of diminishing the upper number by 1, it is more convenient, and produces the same result, to diminish the lower number by 1; that is, we may suppose 12 inches added to the upper number in the column of inches, and 1 foot (which is equal to 12 inches) added to the lower number in the column of feet, thus increasing both numbers equally.

It is a common remark with teachers of experience, that their pupils always seem to understand the subtraction of simple numbers better after they have studied that of compound numbers.

Grammatical Difficulties.

BY H. H. BARNEY,
Principal of Cincinnati Central School.

Our correspondent, J. C., seems to have some difficulty in *parsing* to his own satisfaction *Corresponding Conjunctions*, especially the *first one* in each set. He appears, however, to know which are the proper correspondents to each other, and what place each ought to occupy in the sentence, and so far as any useful or practical purpose is concerned, that is sufficient. It does not matter much what particular phraseology we use in *parsing*, provided we know the use or *office* of a word. But as our opinion upon the *parsing* is requested, it shall be given.

It may be proper to remark here, that much of the difficulty which has embarrassed our correspondent has, no doubt, originated in the manner in which authors of grammars have spoken of these words. While some call them *corresponding conjunctions*, others denominate them *correspondents*, *corresponding words*, *correlatives*, &c. Some express themselves in the following manner, viz., "The words in each of the following pairs are the proper *correspondents* to each other." "Some *conjunctions* and *adverbs* have their corresponding conjunctions." "Some conjunctions are composed of *two corresponding words*." "Some conjunctions are used in correspondence with *adverbs* or *adjectives*." "When two corresponding conjunctions occur, the *former* should be parsed as referring to the *latter*, which is more properly the *connecting word*." "Two corresponding conjunctions should be parsed together as a *compound conjunction*." "As and so in the antecedent member of a comparison are properly *adverbs*, corresponding with the conjunction in the subsequent term."

The following list contains nearly all of these corresponding connectives, and presents the mode of using them:

Neither—nor; Give me neither poverty nor riches.

Though—yet; Though old, yet never wise.

Though—still; Though prosperous in business, still he is not contented.

If—then; If he can do it, then he will do it.

Either—or; I will either write or send.

Whether—or; Whether he go or stay.

Both—and; He made both alterations and additions to the work.

In the preceding pairs, both words are regarded as conjunctions. The first may be parsed as simply referring to the second, and the second as connecting the two clauses; the one carrying the mind forward, and the other backward, and thus forming a connection in idea between the two; or both may be taken together as a compound or complex conjunction.

In respect of the following pairs, the first word in each should be parsed as an adverb.

As—as; I am as old as you.

So—as; You are not so wise as he.

So—that; I am so weak that I cannot walk.

More—than; I am more industrious than you.

Sooner—than; I returned sooner than you.

Rather—than; I would rather work than starve.

Not only—But also; Not only his property but also his life was in danger.

The following conjunctions are used in correspondence with adjectives.

Such—that; Such is the nature of avarice, that we are never satisfied with present possessions.

Such—as; There never was such a scarcity of money as at the present time.

Other—than; You shall have no other than this.

More—than; I have more property than you.

An opinion is also solicited by J. M. C. upon the accuracy of the following: "You *had better try to sleep*." All such expressions as, "*had rather*," "*had better*," "*had ought*," should be avoided as inelegant, if not ungrammatical, especially in all elevated and dignified writings, by substituting *would* in the first, changing the expression in the second, and striking out *ought* in the third. "*Had rather*," and "*had better*," are anomalous forms of expression; but their use in the familiar style seems to be too well established to be pronounced inaccurate. All that need be said, then, is that if the expression is sufficiently warranted by reputable usage as to be considered correct, the auxiliary *had* and the verb *try* should be parsed together as an anomaly. If the sentence be not considered grammatical or accurate, then the language should be changed to something like the following: "It would be better for you to try to sleep." There are, in the English, as well as in all living languages, *irregular expressions* occasionally found, which

usage or custom, rather than analogy, sanctions, and which, after a certain length of time, are regarded as strictly accurate and in accordance with good usage, and have, in later editions of grammars, rules applicable to them. *Had rather, had better, I was offered money, I was denied the privilege, says I, thinks I, methinks, &c.*, are such expressions, for some of which there are rules in Weld's, Well's, and Bullion's Grammars.

Our correspondent, J. M., appears to be very much perplexed with the *possessive case*; finds fault with authors of grammars for not furnishing us with some uniform rule for writing as well as speaking nouns in that case. It seems to me that he has laid his *venue* in the wrong place—commenced his action in the wrong court; for authors of grammars do not make the language; they only inform us how the people have made it, and how they are daily changing it to suit their fancy or caprice. In short, it is the province of the grammarian only to inform us what modes of expression best accord with good and reputable usage, at the time he writes his grammar. If J. M. will take the trouble to examine the grammars of his language for some two centuries past, he will see where the difficulty lies. He will find that the apostrophe *s* is at present more frequently omitted than it formerly was; that some two centuries ago *es* or *is* occupied the place of the apostrophe and *s*, and he will then come to the conclusion, no doubt, that in the progress of another century, usage may require the rejection of the *s* altogether after words ending in the *sound* of *s* or *z*. Our correspondent seems to lie under another misapprehension. Speaking of the apostrophic *s* he says, "there can be no increase of sounds, unless an additional syllable be made of the *s*, whereas the apostrophic *s* only adds a syllable to the noun when it will not unite with the sound in which the nominative ends. In the expression *John's hat*, the *s* takes the sound of *z*, and is united with the sound of *n* without an increase of syllables; but in the phrase, *Thomas's hat*, the *s* takes the sound of *iz*, making an additional syllable. In either case the possessive case is quite as apparent in the *vocal* as in the *written* language. Our correspondent is, therefore, mistaken when he says, "to the reader this difficulty would be obviated, but not to the hearer." We hold that in all cases when it is proper to *add* the apostrophic *s* in the *written*, it is proper to *sound* it in the *spoken* language, either as the syllable *iz*, or as *z* united with the sound in which the nominative ends. Our correspondent is in error again when he suggests that there cannot be a syllable without a *vowel sound*. In such words as *spoken, weaken, even, devil, &c.*, the elementary sound of the *n, l, &c.*, constitute the last syllable when the words are spoken. Let us now consider whether there is as much difficulty in determining when to *omit* and when to *add* the apostrophic *s* as our correspondent fancies.

In several of the recently published grammars, we find such rules as these: "The possessive of singular nouns ending in the sound of *s* or *z* is sometimes formed by adding only the apostrophe, as *Achilles' shield*. In poetry this omission is fully sanctioned by usage. In prose writings the *s* may be omitted when its use would occasion a disagreeable succession of hissing sounds, as *Moses' sake*; if written *Moses's sake*, and pronounced as written, *Mo-ziz-iz sake*, it would be far from euphonious."

"The *s* after the apostrophe is omitted when the first noun has the sound of *s* and *z*, *k* and *s*, *k* and *z*, *sh* and *s*, *s* and *s*, *z* and *z*, *x* and *s*, &c., in its last two syllables, and the second noun begins with *s*, as *Ajax' shield*, for *righteousness' sake*, &c."

"When the noun ends *s*, *x*, *z*, or *ce*, the apostrophic *s* is sometimes omitted, if the following noun begins with *s*, or contains an *s* or *z* in the first syllable."

From the foregoing it would appear that the only rule on the subject is one of euphony; that when the pronunciation of the apostrophic *s* would not be disagreeable in the spoken language, it may with propriety be added in the written. The case, then, referred to by our correspondent, comes under the same rule. It is conceded, however, that the usage of good writers is, to a considerable extent, divided on this point. Mr. Wells remarks, "that in a collection of nearly a thousand examples, from the productions of several hundred different authors, about two-thirds retain the apostrophic *s* when the singular ends in *s*, while the rest reject it." The rule, then, for retaining the apostrophic *s* when the singular ends in *s*, and when the rule of euphony does not contravene, has a decided preponderance of reputable usage. How long this usage may continue is a matter resting wholly in conjecture. It appears, however, that the inclination to drop the apostrophic *s* is daily increasing even among good writers. It seems to be the order of the day to use as few letters as possible.

Solutions to the Arithmetical Questions In the August number of the School Friend.

QUESTION FIRST, BY R. OF HAMILTON. A horse will eat a quantity of hay in 21 days, and a cow will eat the same quantity in 33 days. If they eat alternate days except Sunday, when they both eat together, how many days will it take them to eat the hay, the horse commencing on Monday morning.

SOLUTION, BY JOHN J. HECKERT. The horse will eat $\frac{1}{21}$ part in one day and $\frac{1}{21}$ part in one week. The cow will eat $\frac{1}{33}$ part in one day and $\frac{1}{33}$ part in one week. Both together will eat $\frac{1}{21} + \frac{1}{33}$ or $\frac{5}{66}$ part in one week. Hence in 3 weeks both will eat $\frac{15}{66}$, which will leave $\frac{21}{66}$, of which the horse, in one day, will eat $\frac{1}{21}$, or $\frac{1}{66}$; this will leave $\frac{20}{66}$, which the cow will consume in $\frac{1}{33}$ of a day, since she consumes $\frac{1}{33}$

part in a whole day. Hence the time required is 3 weeks, 1 day, and $\frac{1}{3}$ of a day, or $22\frac{1}{3}$ days.

QUESTION SECOND, BY G. A. BAKER. A merchant laid out \$120 in hats, and after selling to the amount of \$108, found he had gained 50 cents on each hat sold, and had 6 hats left. What number of hats did he purchase?

Solution.—Let x = number of hats;

$$\text{then } \frac{120}{x} = \text{cost of each,}$$

$$\text{and } \frac{108}{x-6} = \text{what each one sold for:}$$

then by the question:

$$\frac{120}{x} + \frac{1}{2} = \frac{108}{x-6}$$

$$120x - 720 + \frac{1}{2}x^2 - 3x = 108x,$$

by clearing of fractions;

$$\frac{1}{2}x^2 + 9x = 720,$$

$$x^2 + 18x = 1440,$$

$$x^2 + 18x + 81 = 1521,$$

by completing the square;

$$x + 9 = 39, \text{ by extracting the square root;}$$

$$x = 39 - 9 = 30, \text{ the number of hats.}$$

This question was proposed as arithmetical, and a solution furnished which gave a correct answer, to wit, 30 hats; but a more careful examination has satisfied us that a solution upon correct principles involves an equation of the second degree.

Solution to the Question of R. After our last number went to press we received correct solutions to this question, from Benjamin Dunlavy, R. Miller, Hervey Wilson, and X, of Pittsfield, Illinois. We have always endeavored to give credit for all the solutions received, but in some cases letters have been overlooked. An instance of this occurred some months ago, with a letter from A. T. Hobbs, which contained several excellent solutions.

Answer to Queries.

D. LOVE, OF LONDONDERRY. The solution to the question you propose is correct. The question is not of sufficient interest to justify its publication.

S. W. DICKENSON, OF AUBURN, IA. Your criticism on a question in reduction contained in —'s Arithmetic is correct. The number referred to is not the correct answer.

Mathematical Question, by Nemo.

For the October number of the School Friend.

There are two vessels, A and B, each containing a mixture of water and wine, A in the ratio of 3 to 2, B in the ratio of 7 to 3. What quantity must be taken from each in order to form a third mixture which shall contain 5 gallons of water and 11 of wine?

He who can think and loves to think, will become, if he has a few good books, a wise man. He who knows not how to think, or hates the toil of doing it, will remain imbecile, though his mind be crowded with the contents of a library.

Course of Lectures to Teachers.

Second Normal class of the Ohio State Teachers' Association.

The course of lectures to the second Normal Class of the Ohio State Teachers' Association, will be given at Akron, Summit Co., Ohio.

The course will commence on Wednesday, the 13th of September next, and continue eight weeks.

The following subjects will be embraced in the course:

1. Moral Instruction.
2. The English Language.
3. Arithmetic.
4. Elocution.
5. Geography.
6. Geology.
7. Natural Philosophy.
8. Human Philosophy.
9. Perspective Drawing.
10. Penmanship.
11. Bookkeeping.

The following gentlemen have been secured as Lecturers and Instructors:

Prof. SAMUEL ST. JOHN, of Western Reserve College.

Prof. I. W. ANDREWS, of Marietta College.

M. D. LEGGET, Principal and Superintendent of Akron Schools.

L. ANDREWS, A. M., Principal and Superintendent of Massillon Union School.

HORACE BENTON.

L. M. CUTCHEON, M. D.

J. B. HOWARD, late teacher of Drawing in N. Y. State Normal School.

G. W. WINCHESTER, Teacher of Penmanship and Bookkeeping.

Other subjects of interest to Teachers and schools will be presented during the session.

Board will be furnished to students at from \$1.25 to \$1.50 per week.

Tuition for the course will be \$3.50, payable during the first week of the session.

M. F. COWDERY,

Ch'n. Exec. Committee

Ohio State Teachers' Ass'n.

Sandusky City, Aug. 18th, 1848.

Resolutions

Adopted by the First Normal Class of the State Teachers' Association, at the close of its session at Norwalk, August 14th, 1848.

Whereas, We regard the employment of the Teacher as one of the most important and interesting in the rank of Professions, in its relations to society, and the welfare of the country; and as such eminently deserving the best efforts of every philanthropist and citizens in our State, for elevating the standard of its influence among us; and

Whereas, We believe that the proper elevation of that standard can only be obtained by a corresponding improvement in the moral and intellectual qualifications of those to whom it is committed; therefore,

Resolved, That as members of the Teachers' Profession, we will endeavor to honor our calling by rendering ourselves more worthy of it; and that we will make every effort within our reach, suitably to qualify ourselves for discharging its responsible duties, in a manner which will contribute to the progress of the great cause of Education in our State.

Resolved, That in our peculiar form of government, every citizen of the State ought to receive a substantial English education, and as such an education can be afforded only by an efficient system of public instruction, therefore the Common Schools of Ohio ought *first, last, and all the time*, to receive the warmest aid and sympathy of every Philanthropist, Patriot, and Citizen.

Resolved, That in our opinion Normal Classes and Teachers' Institutes, as conducted by our State Teachers' Association, are among the most efficient auxiliaries for promoting the improvement of Teachers, and the consequent elevation of our Common School System.

Resolved, That we heartily approve of the manner in which the First Normal Class has been conducted by M. F. Cowdery, Chairman of Executive Committee of the Ohio State Teachers' Association, and that we have been extremely gratified with the choice of gentlemen to lecture on the various subjects before us.

Resolved, That Messrs. M. F. Cowdery, L. Andrews, H. Benton, Prof. S. St. John, G. W. Winchester, J. B. Howard, J. Hurty, T. W. Harvey, Prof. H. Mandeville, Prof. I. J. Allen, and M. D. Legget, are entitled to our cordial gratitude for the untiring zeal of their efforts, and for the very able and interesting manner in which they have addressed us on the subjects assigned them.

Resolved, That the system of Elocution (including reading and speaking) taught by Prof. Mandeville, meets our warmest approval; and we earnestly recommend its introduction into the Common Schools of our State.

Resolved, That we tender our sincere thanks to the Committees of Arrangements, and the citizens of Norwalk generally, for the kindness which they have extended, and the deep interest they have evinced in the welfare of the Class.

Resolved, That the foregoing Resolutions be published in the papers of Huron and Erie counties, and in the Educational papers of the State.

THOMAS L. KENNAN,
CHARLES S. ROYCE,
CHARLES R. SHREVE, } Committee.

Talent Always Worth a Price.

No men are more justly entitled to fair prices, than truly qualified and competent teachers. And this, not barely because of the value they give in return, but because of the great outlay of time and money necessary to prepare for their profession. Some teachers have spent a dozen years in their preparation, and have laid out many thousand dollars, a capital of time and money sufficient to

have made them rich, in merchandise, or at any mechanical art. Few persons can estimate the value of things, where results are produced with ease, and in a moment. They must see the labor performed. Most can readily believe that a railroad, a canal, or a ship, is worth all the money asked for it, but they cannot understand why a painting or a statue, should be held at many thousand dollars. Nor can they in any way but be amazed that Paganini should expect twenty guineas for a single tune on the violin? A plain, but frank-hearted and sensible farmer, once called at the office of a celebrated chief justice in the south, and asked him a very important question, that could be answered in an instant, categorically—yes or no. "No," was promptly returned. The farmer was well satisfied. The decision was worth to him many thousand dollars. And now the client about to retire, asked the lawyer the charge for the information. "Ten dollars," replied he. "Ten dollars!" ejaculated the astonished farmer, "ten dollars for saying no!" "Do you see these rows of books, my friend?" rejoined the Chief Justice; "I have spent many years in reading them, and studying their contents to answer "No."—"Right! Right!" responded the honest farmer, "right! I cheerfully pay the ten dollars."—*Delta*.

Man and Machinery.

The following extract from a speech of the Hon. Horace Mann, member of Congress from Massachusetts, contains more of the spirit and wisdom of a great statesman, and more of the eloquence of a true orator than can be found in any other speech whatever. We hope that those who have looked upon improvements in machinery as being detrimental to the working classes, and have unwisely promulgated their opinions, stirring up opposing and dangerous feelings to progressive invention, will read this carefully, and candidly weigh the matter in all its bearings. We speak thus because we know that many good and honest men, honestly believe that machinery has been injurious to the interests of the working classes. We know that these men are ignorantly wrong, and therefore we consider it our duty to throw as much light on their pathway as possible and in a spirit of good will.

Man is weak in his muscles; he is strong only in his faculties. In physical strength, how much superior is an ox or a horse to a man; in fleetness, how superior the dromedary or the eagle. It is through mental strength only that man becomes the superior and governor of all animals.

"But it was not the design of Providence," says Mr. Mann, "that the work of the world should be performed by muscular strength. God has filled the earth and imbued the elements with energies of greater power than all the inhabitants of a thousand planets like ours. Whence comforts and appliances that make the difference come our necessities and our luxuries? those

between a houseless, wandering tribe of Indians in the far West, and a New England village? They do not come wholly or principally from the original, unassisted strength of the human arm, but from the employment, through intelligence and skill, of those great natural forces, with which the bountiful Creator has filled every part of the material universe. Caloric, gravitation, expansibility, compressibility, electricity, chemical affinities and repulsions, spontaneous velocities—these are the mighty agents which the intellect of man harnesses to the car of improvement. The application of water and wind and steam to the propulsion of machinery, and to the transportation of men and merchandise from place to place, has added ten thousand fold to the actual products of human industry. How small the wheel which the stoutest laborer can turn, and how soon will he be weary! Compare this with the wheel driving a thousand spindles or looms, which a stream of water can turn, and never tire. A locomotive will take five hundred men, and bear them on a journey hundreds of miles in a day. Look at these same five hundred men, starting from the same point, and attempting the same distance, with all the pedestrian's or the equestrian's toil and tardiness. The cotton mills of Massachusetts will turn out more cloth in one day than could have been manufactured by all the inhabitants of the Eastern continent during the tenth century. On an element, which in ancient times was supposed to be exclusively within the control of the gods, and where it was deemed impious for human power to intrude, even there the gigantic forces of nature, which human science and skill have enlisted in their service, confront and overcome the raging of the elements—breasting tempest and tides, escaping reefs and lee shores, and careering triumphant around the globe. The velocity of winds, the weight of waters, and the rage of steam, are powers each one of which is infinitely stronger than all the strength of all the nations and races of mankind, were it all gathered into a single arm. And all these energies are given us on one condition,—the condition of intelligence—that is, of education.

Had God intended that the work of the world should be done by human bones and sinews, he would have given us an arm as solid and strong as the shaft of a steam engine; and enabled us to stand, day and night, and turn the crank of a steamship while sailing to Liverpool or Calcutta. Had God designed the human muscles to do the work of the world, then, instead of the ingredients of gunpowder or guncotton, and the expansive force of heat, he would have given us hands which could take a granite quarry and break its solid acres into suitable and symmetrical blocks, as easily as we now open an orange. Had he intended us for bearing burdens, he would have given us Atlantean shoulders, by which we could carry the vast freight of railroad car and steamship, as a porter carries his pack. He would have given

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No human eye has seen,
That beateth on, and beateth on,
From morning until e'en.

And when the soul is wrapp'd in sleep,
And heareth not a sound,
It ticks and ticks the live-long night,
And never runneth down.

Oh, wondrous is that work of art,
Which knells the passing hour;
But art ne'er formed or mind conceived
This life clock's magic power.

Nor set in gold, nor deck'd with gems,
By wealth and pride possess'd,
But rich or poor, or high or low,
Each bears it in his breast.

When life's deep stream, 'mid beds of flowers,
All still and softly glides;
Like the wavelets step, with a gentle beat,
It warns of passing tides.

When threat'ning darkness gathers o'er,
And hope's bright visions flee,
Like the sullen stroke of the muffled ear,
It beateth heavily.

When passion nerves the warrior's arm,
For deeds of hate and wrong,
Though heeded not, the fearful sound,
Its knell is deep and strong.

When eyes to eyes are gazing soft,
And tender words are spoken,
Then fast and wild it rattles on,
As if with love 't were broken.

Such is the clock that measures life,
Of flesh and spirit blended,
And thus 't will run within the heart
'Till that strange tie is ended,

Early Days.

BY R. C. WATERSTON.

Who, for all that age could bring,
Would forget life's budding spring?
Hours of frolic! school-boy days!
Full of merry pranks and plays;
When the untaught spirit beats
With a thousand wild conceits;
And each pleasure, bright and new,
Sparkles fresh with heavenly dew;
Who, in after toil and strife,
Would forget the morn of life?

Maturer age brings ripper thought,
Fills with nobler hopes the mind,
Seeks the truth by prophets sought,
Toils to benefit mankind;—
Yet who, 'mid all that age can bring,
Would forget life's budding spring?

New-born minds, untouch'd by sin,
Make the earth seem holy ground,
Thus the innocence within
Sheds its light on all around,
'Till the hills, and flowers, and streams,
Are woven o'er with golden dreams.

How oft in youth I wander'd out,
With bounding step and merry shout,
Running and leaping in the sun,
With heart brim full of joy and fun,
'Till by degrees, my eye grew mild,
And I became less gay and wild,
And every thing, by nature wrought,
Awaken'd me to calmer thought,
And my young spirit, unaware,
Seem'd lifted on the wings of prayer.

How oft beneath the shadows dim,
I sat beside the fountain's brim,
Watching the wild-wood flowers which there
Breathed their sweet perfume to the air,
And saw each dew-bent blossom shine
With something of a light divine!

How oft I watch'd, with thoughtful eye,
The clouds that slowly wander'd by,

Amid an atmosphere of blue,
With pearl, and rose, and amber hue,
And felt, as thus they went abroad,
They were the messengers of God!

And when upon the river's side,
I saw the silver waters glide;
While my schoolmate, half in play,
Watch'd the tranquil current flow,
And sought to draw the speckled prey
From its native home below;
How often have I felt the sight
Fill my whole being with delight,
While waves below, and clouds above,
Stirr'd my young heart to holy love!

Then each scene, before me brought,
Did unfold some inward thought;
Happy moments! golden hours!
Pure and blessed joys of youth!
Then I felt those inward powers,
That now pant for highest truth!
Not for all that age could bring,
Would I forget life's budding spring!

THE NATIONAL PSALMIST.

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JUST PUBLISHED.

I the subscriber do hereby certify that "Cutter's first book on Anatomy and Physiology for grammar schools," by a vote of the school committee, has been introduced to be used as a text book in the grammar schools of this city.

S. F. MCCLARY,
Secretary of School Committee

"State Normal School, Westfield, Mass., April 21, 1848.

DR. CUTTER:

Dear Sir,—I comply cheerfully with your request to give you my impressions of the merits of your treatise on "Anatomy and Physiology," after using it as a school book in the "State Normal School" about two years. I am happy to say, that I regard it as having higher claims, as a school book treatise of the two subjects in connection, than any other work before the public, with which I am acquainted. And I think it important to present the subjects together. Without a knowledge of the *structure* of the organs of the body, one is scarcely able to understand their *functions*. Indeed, to some extent, it is indispensable to connect the two. I hope you will succeed in securing their introduction into the Schools of the West.

The "First Book on Anatomy and Physiology, for Grammar Schools," we continue to use in the model school. We regard it as the *best*, and adapted to their wants. I think, for "common schools," it has a better adaptation than the larger work.

I am, dear Sir,
Truly yours,
DAVID C. ROWE,
Principal of "State Normal School."

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Resolved, That as members of the Teachers' Profession, we will endeavor to honor our calling by rendering ourselves more worthy of it; and that we will make every effort within our reach, suitably to qualify ourselves for discharging its responsible duties, in a manner which will contribute to the progress of the great cause of Education in our State.

Resolved, That in our peculiar form of government, every citizen of the State ought to receive a substantial English education, and as such an education can be afforded only by an efficient system of public instruction, therefore the Common Schools of Ohio ought *first, last, and all the time*, to receive the warmest aid and sympathy of every Philanthropist, Patriot, and Citizen.

Resolved, That in our opinion Normal Classes and Teachers' Institutes, as conducted by our State Teachers' Association, are among the most efficient auxiliaries for promoting the improvement of Teachers, and the consequent elevation of our Common School System.

Resolved, That we heartily approve of the manner in which the First Normal Class has been conducted by M. F. Cowdery, Chairman of Executive Committee of the Ohio State Teachers' Association, and that we have been extremely gratified with the choice of gentlemen to lecture on the various subjects before us.

Resolved, That Messrs. M. F. Cowdery, L. Andrews, H. Benton, Prof. S. St. John, G. W. Winchester, J. B. Howard, J. Hurty, T. W. Harvey, Prof. H. Mandeville, Prof. I. J. Allen, and M. D. Legget, are entitled to our cordial gratitude for the untiring zeal of their efforts, and for the very able and interesting manner in which they have addressed us on the subjects assigned them.

Resolved, That the system of Elocution (including reading and speaking) taught by Prof. Mandeville, meets our warmest approval; and we earnestly recommend its introduction into the Common Schools of our State.

Resolved, That we tender our sincere thanks to the Committees of Arrangements, and the citizens of Norwalk generally, for the kindness which they have extended, and the deep interest they have evinced in the welfare of the Class.

Resolved, That the foregoing Resolutions be published in the papers of Huron and Erie counties, and in the Educational papers of the State.

THOMAS L. KENNAN,
CHARLES S. ROYCE,
CHARLES R. SHREVE, } Committee.

Talent Always Worth a Price.

No men are more justly entitled to fair prices, than truly qualified and competent teachers. And this, not barely because of the value they give in return, but because of the great outlay of time and money necessary to prepare for their profession. Some teachers have spent a dozen years in their preparation, and have laid out many thousand dollars, a capital of time and money sufficient to

have made them rich, in merchandise, or at any mechanical art. Few persons can estimate the value of things, where results are produced with ease, and in a moment. They must see the labor performed. Most can readily believe that a railroad, a canal, or a ship, is worth all the money asked for it, but they cannot understand why a painting or a statue, should be held at many thousand dollars. Nor can they in any way but be amazed that Paganini should expect twenty guineas for a single tune on the violin? A plain, but frank-hearted and sensible farmer, once called at the office of a celebrated chief justice in the south, and asked him a very important question, that could be answered in an instant, categorically—yes or no. "No," was promptly returned. The farmer was well satisfied. The decision was worth to him many thousand dollars. And now the client about to retire, asked the lawyer the charge for the information. "Ten dollars," replied he. "Ten dollars!" ejaculated the astonished farmer, "ten dollars for saying no!" "Do you see these rows of books, my friend?" rejoined the Chief Justice; "I have spent many years in reading them, and studying their contents to answer "No."—"Right! Right!" responded the honest farmer, "right! I cheerfully pay the ten dollars."—*Delta*.

Man and Machinery.

The following extract from a speech of the Hon. Horace Mann, member of Congress from Massachusetts, contains more of the spirit and wisdom of a great statesman, and more of the eloquence of a true orator than can be found in any other speech whatever. We hope that those who have looked upon improvements in machinery as being detrimental to the working classes, and have unwisely promulgated their opinions, stirring up opposing and dangerous feelings to progressive invention, will read this carefully, and candidly weigh the matter in all its bearings. We speak thus because we know that many good and honest men, honestly believe that machinery has been injurious to the interests of the working classes. We know that these men are ignorantly wrong, and therefore we consider it our duty to throw as much light on their pathway as possible and in a spirit of good will.

Man is weak in his muscles; he is strong only in his faculties. In physical strength, how much superior is an ox or a horse to a man; in fleetness, how superior the dromedary or the eagle. It is through mental strength only that man becomes the superior and governor of all animals.

"But it was not the design of Providence," says Mr. Mann, "that the work of the world should be performed by muscular strength. God has filled the earth and imbued the elements with energies of greater power than all the inhabitants of a thousand planets like ours. Whence comforts and appliances that make the difference come our necessities and our luxuries? those

between a houseless, wandering tribe of Indians in the far West, and a New England village? They do not come wholly or principally from the original, unassisted strength of the human arm, but from the employment, through intelligence and skill, of those great natural forces, with which the bountiful Creator has filled every part of the material universe. Caloric, gravitation, expansibility, compressibility, electricity, chemical affinities and repulsions, spontaneous velocities—these are the mighty agents which the intellect of man harnesses to the car of improvement. The application of water and wind and steam to the propulsion of machinery, and to the transportation of men and merchandise from place to place, has added ten thousand fold to the actual products of human industry. How small the wheel which the stoutest laborer can turn, and how soon will he be weary! Compare this with the wheel driving a thousand spindles or looms, which a stream of water can turn, and never tire. A locomotive will take five hundred men, and bear them on a journey hundreds of miles in a day. Look at these same five hundred men, starting from the same point, and attempting the same distance, with all the pedestrian's or the equestrian's toil and tardiness. The cotton mills of Massachusetts will turn out more cloth in one day than could have been manufactured by all the inhabitants of the Eastern continent during the tenth century. On an element, which in ancient times was supposed to be exclusively within the control of the gods, and where it was deemed impious for human power to intrude, even there the gigantic forces of nature, which human science and skill have enlisted in their service, confront and overcome the raging of the elements—breasting tempest and tides, escaping reefs and lee shores, and careering triumphant around the globe. The velocity of winds, the weight of waters, and the rage of steam, are powers each one of which is infinitely stronger than all the strength of all the nations and races of mankind, were it all gathered into a single arm. And all these energies are given us on one condition,—the condition of intelligence—that is, of education.

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From Rev. Dr. Bullions, Professor of Greek in the Albany Academy, author of a Greek Grammar, etc.

In respect of usefulness, it (Mr. Pickering's Lexicon) contains all the information that the advanced student will or dinarily need; and at the same time, by the insertion of the oblique cases of irregular nouns, and the parts of irregular verbs in alphabetical order, to a much greater extent than is usual, it is peculiarly adapted to the wants of the younger student. The work should command, and probably will have, an extensive circulation.

From J. P. Robinson, Chairman of the Committee on Greek examinations at Harvard University.

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